**University of West Alabama**

**COE**

**5E Lesson Plan**

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| Teacher: Emily Pate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: November 24, 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Subject area/course/grade level: Science/Chemistry/10th - 12th Grades/Block 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Materials: Textbook (Modern Chemistry); Internet access and computers for Jeopardy Labs website and educational research (if needed); summative assessment; formative assessment; Technology Product Handout (reviewed using the overhead projector in class), and online Jeopardy Game example (http://jeopardylabs.com/play/the-periodic-table117)\_\_\_\_\_\_\_\_\_\_\_  Standards: Chemistry Core - COS #1, 3, 5, 6, 8, and 9 and NETS-S #1 – 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Objectives: The learner along with group members will use both traditional text and electronic sources of information to create a review game set up in the form of Jeopardy for the purpose of reviewing the Chemistry core curriculum for the final examination. The learner will synthesize questions and the corresponding answers relating to their chosen topic. Each member will write five questions of differing point values for one of the five chosen Chemistry topics. The learner will use technological tools to create an educational game for the class that will both share and test the learner's knowledge of topics covered within the semester course.  Differentiation Strategies: Use IEPs or 504 plans for guidance for any students with accommodations (none this semester). Use various methods of communication to aid students who do not excel in verbal and/or written communication. Encourage group members to also use various forms of communication including but not limited to drawing diagrams, making a simplified list, and verbally communicating the group’s plan in order to aid any students who may have learning difficulties.\_\_\_\_\_\_\_\_\_\_ |

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| **ENGAGEMENT:**  Review information from the last few curriculum units. This will refresh students and encourage them to participate by reviewing past information that they have already learned. Use the classroom “squishy ball” (a small Nerf ball) and toss to a student to answer the first review question. Have that student then pass the ball to the next student who is ready to answer the following review question. Keep this going until you have completed all the review questions from the textbook review guide. By enabling students to see how the all the units relate to one another, it can help them have a better understanding of the course as a whole.  Assessment: Student answers to the review questions can highlight areas that need further review. |
| **EXPLORATION:**  This project will allow students to review course material and work on their communication and delegation skills. The teacher will assign groups comprised of five members each. The entire group will work together to compile a list of five topics and 25 questions for the online Jeopardy game. An example game can be found using the link <http://jeopardylabs.com/play/the-periodic-table117>. Each group member will create five questions for each topic. Each group member will be responsible for writing one question at a different point level (100, 200, 300, 400, and 500 points). This way each student gets a chance to write a basic question and a “brain buster” question. These questions will then need to be entered into an online Jeopardy game by the students. The entire class will play each group’s game in class at the conclusion of the project to test what they have retained through their review.  Assessment: Summative and Formative Assessment through created rubrics. |
| **EXPLANATION:**  Before asking students to generate a list of topics with their groups for the Jeopardy game, quickly review Units 1 – 10 that have been covered so far in the semester. Encourage students to pick categories that they are less familiar with in order to challenge them and cause them to review some of the harder concepts. These are all aspects that students will make questions for on their own, but will need a good amount of review through traditional teaching methods after the project in order to confidently evaluate these concepts.  Assessment: Verbal feedback during Unit review on whether or not they remember core concepts. |
| **ELABORATION:**  The students have now started to review almost an entire course worth of material. The next step is to have the students get to a deeper level of understanding. By creating questions on their own, students are now having to not only understand the basic principles of each topic, but understand how they relate to one another. Once back in class, have students discuss how they generated questions for each topic (looked over past study guides, looked at review questions in the book, isolated information from class notes, etc.). This not only shows the students that they have the means and ability to apply critical thinking to their studies, but that they are able to be self-reliant when it comes to studying. They do not have to wait to study until I hand out the Unit Test study guide.  Assessment: Write down on the white board in the front of the class all the ways students listed that they generated questions. Show them that they are able to study along the way and do not require a guide from their teacher to know how to study for a test or exam. |
| **EVALUATION:**  Play the students’ games with the class to gain an informal assessment of the topics they did not cover and see what questions stump the class. If the students were not able to synthesize the required information into an online game, they most likely would not have been very interested in completing the assignment in just a worksheet format. I believe the group work aspect is beneficial to the students as it aides in their learning how to work well with others, delegate responsibility, and complete assignments with multiple components by a specific deadline. |

References:

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